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ABSTRACT

This instructional module is designed for Teacher Corps interns who need to know how to effectively teach reading development skills to inner-city elementary school children. The first part of the document is a brief overview of reading in the elementary school and includes a flow-chart and the rationale and objectives of the Teacher Corps Program. The following four fields of a total reading program are described: basic developmental reading, reading in the content fields, recreational reading, and remedial reading. The second part of the document is a module for skill development in reading. The third part of the document is a module for diagnosis of reading abilities. The final section of the document covers miscellaneous topics and skills, such as spelling, writing, choric speaking, questioning, psychological foundations of reading, and readability. (TS)

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READING SKILLS DEVELOPMENT

An Instructional Module

University of Toledo - Teacher Corps

March - April, 1972

as 001 625

I - Introduction

Teacher Corps interns at Washington Elementary School have expressed a desire to improve their skills in the area of teaching reading. To this end, several consultants are being brought in to give demonstration lessons on how to effectively teach reading development skills to inner-city elementary school children.

II - Pre-Assessment

Observations of and discussions with Teacher Corps interns, team leaders and teachers have indicated a need for almost all interns to improve their teaching skills in the area of helping students to develop reading skills.

III - Instructional Objectives

Interns will observe a reading specialist engaged in demonstration teaching to develop the reading skills of a group of eight elementary students. After the lesson, interns and the specialist will discuss the techniques and materials utilized during the lesson. Interns will observe and discuss a series of lessons in this area including demonstration on:

1. How to teach initial sounds
2. How to teach blend recognitions
3. How to introduce blend families
4. How to teach vowels.

IV - Instructional Techniques and Alternatives

The reading specialist will demonstrate a number of techniques including having students:

1. Verbally repeat words from a sight vocabulary list;
2. Practice saying and writing beginning words;
3. Identify and underline blends and vowels in groups of words;
4. Play word games and solve word puzzles.

V - Materials

Reading specialists will utilize a variety of materials including charts, word games, written exercises and verbal games. Some of the specific blends and words discussed during one seminar are shown below. Interns in this seminar observed and discussed a reading specialist's lesson on how to teach students to write the initial blend sounds of bl, cl, fl, gl, pl and sl on a group of phonograms.

The words and sounds taught included:

Exercise 1
(identify blends)

black	fly	green
brush	drop	spot
scar	small	play
skirt	glad	prize
cry	snow	start
crown	fruit	slow
		true

Exercise 2
(fill in the blanks)

bl ack	gl ade
bl ock	gl ide
cl op	pl an
cl ap	pl ot
fl ip	sl um
fl op	sl im
	sl ed

Exercise 3
(practice pronouncing)

bl	br	sc
cl	cr	sk
fl	dr	sm
gl	fr	sn
pl	gr	sp
sl	pr	st
	tr	sw

In the lesson, elementary students were also asked to identify vowels in the word groups.

The Dolch Sight Vocabulary List was utilized in this particular lesson.

VI - Post-Assessment

Team leaders, teachers, university personnel, reading specialists and other interns observed and encouraged each other to employ in their daily teaching at least some of the techniques demonstrated during the seminars. Each intern is expected to try to implement at least two of the demonstrated techniques and report on how well they worked at a later seminar.

VI - Remediation

Interns requesting individual help in implementing these and other reading techniques will be accommodated.

VII - Intern Feedback

Intern feedback on the effectiveness of the techniques tried will be systematically solicited and discussed at a later seminar on "Evaluating the Development of Reading Skills."

I. A

M O D U L E

A BRIEF OVERVIEW OF READING IN THE ELEMENTARY SCHOOL

MODULAR PLAN OF STUDY

PART I

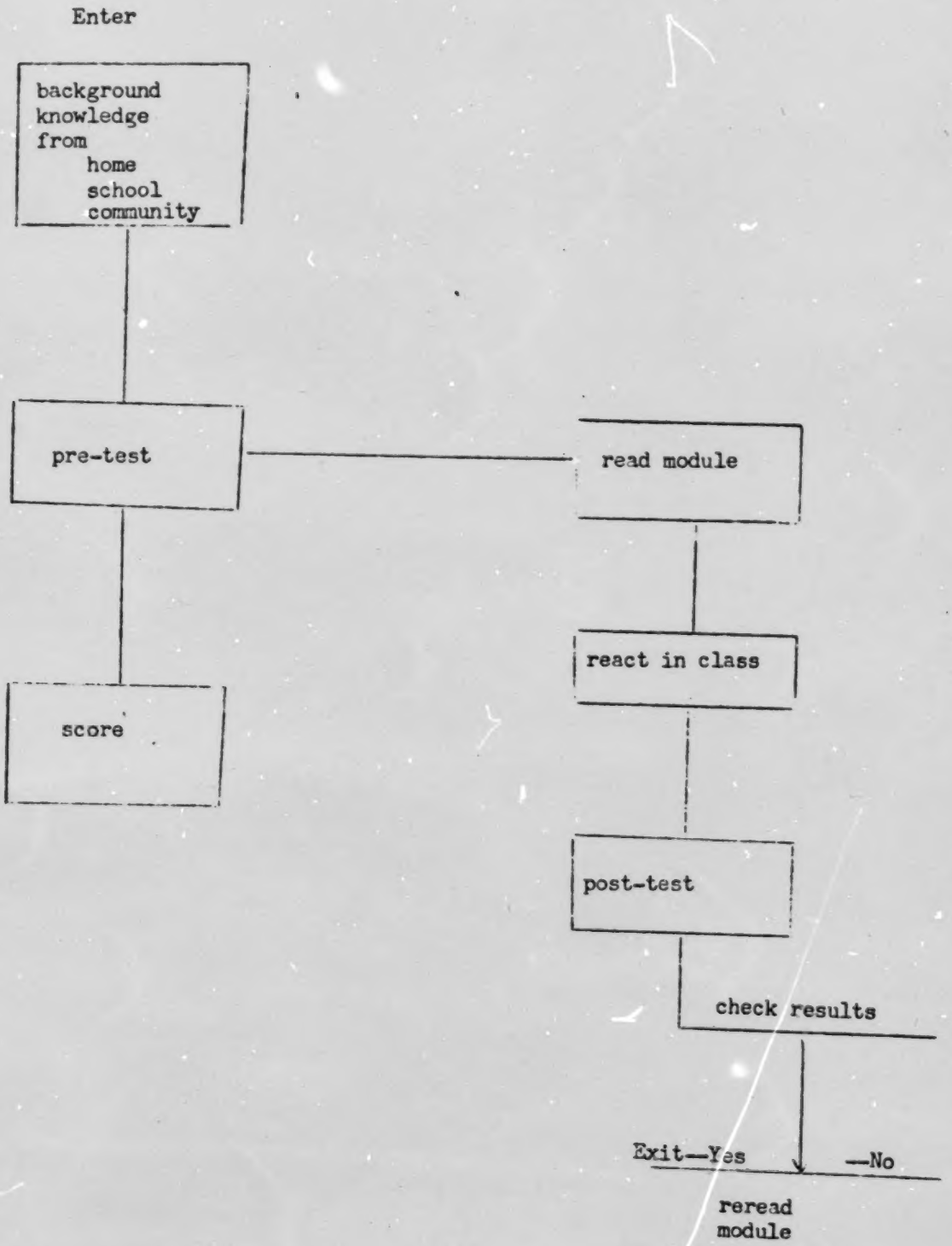
Alice B. Smith

Fall — 1971

A BRIEF OVERVIEW OF READING IN THE ELEMENTARY SCHOOL

MODULAR PLAN OF STUDY

PART I



I. Rationale

Reading is defined in various ways by many authors and it is often described in terms ranging from the simple to the complex. At this point you are not ready to accept any one author's point of view and it is highly possible that you never will. It is hoped that as you interact with the Teacher Corps Program, you will develop certain understandings which will help you to demonstrate exactly what reading means to you. It is significant to note that reading is a task which must be accomplished if one is to function as a literate person.

On the following pages you will be given brief glimpses of the four fields of reading. Each field is a part of the total reading grogram in the elementary school. These four fields are: Basic Developmental reading--Reading in The Content Fields--Recreational Reading--and Remedial Reading. Children have needs which must be met in each field. It is only fitting and proper that each intern be acquainted with what is involved in each field.

Objectives (Long Range)

1. Each intern should be able to state in his or her own words a definition of reading and defend this definition with research and examples from the classroom.

2. Each intern should be able to prepare a lesson plan in written form. The lesson plan must include behavioral objectives, concepts to be developed, materials, references and resources and measurable evaluation techniques.

3. Each intern should be able to discuss either verbally or in written form three textbook series. This discussion should include philosophy behind the series, names of persons or authors involved, general approach of the textbook, kinds of reading activities used and aids for the teacher.

4. Each intern should be able to identify and write about some major trends in reading instruction and intelligently discuss each trend.

5. Each intern will display a knowledge of reading materials for learning experiences by verbally discussing these materials and using these materials and using these materials during class sessions.

6. Each intern should be able to describe at least three methods of teaching reading. He must demonstrate at least one situation using one of the methods described.

7. Given an objective and several test items, each intern should be able to select those test items which measure the performance stated in the objective.

Immediate Objectives

1. From your past experiences write a definition of reading as you see it now. Do this in twenty-five words or less.

2. Given a sample lesson plan, identify the objectives, concepts to be developed, materials, references and resources and evaluation techniques. This written activity will take 15 minutes.

3. Given one basal reader each intern will write the names of the authors, the publishing company, the copyright date and the title of the book.

4. Given a list of current trends in reading instruction, each intern will select one and decide when he or she wants to report on it to the group.

5. Given three pieces of instructional material each intern will tell what situations these materials could be used.

6. Given a list of reading methods each intern will identify those methods he is acquainted with. He will tell them in class.

7. Given a sample test each intern will pick out those items which measure the performance stated in the objective.

LIFE RELATED READING INVENTORY

A Personal Look At Your Reading Behavior

1. Do you read a newspaper each day? Yes_____No_____If yes, which section(s) do you enjoy most? (Check V)

   ____a. General news
   ____b. Sports
   ____c. Editorials
   ____d. Advertisements
   ____e. Comics
   ____f. Want ads
   ____g. Society
   ____h. Gossip column

2. What novel have you read lately?_____

   _____.

3. Can you recall a story you enjoyed while in elementary school? Yes___No___

4. In high school did you really enjoy your literature classes? Very much_____

   A little_____Not at all_____

5. Do you like to read stories to children? Yes_____No_____

6. List three weekly or monthly magazines which you read often.

   1. _____
   2. _____
   3. _____

7. Back home do you visit the library often? Yes_____No_____

8. Do you hold a public library card? Yes_____No_____

9. Do you clip and file short passages, poetry, recipes, etc. from magazines and newspapers? Yes_____No_____

10. Do you enjoy working crossword puzzles? Yes_____No_____

11. Do you enjoy word games such as scrabble? Yes_____NO_____

12. Have you had many experiences which involved reading to an audience? Yes_____No_____°___If yes, list two such experiences.

    _____

    _____

13. Have you developed an interest in a specific kind of reading? Yes_____No_____

14. In reading a passage, story, etc. do you sometimes engage in a mental argument with the author? Yes_____No_____

15. What type of escape reading do you engage in? Check (V) below

_____1. Stories of love and romance
_____2. Mystery stories
_____3. Movie magazines
_____4. Catalogs of all kinss
_____5. Dirty stories

16. Can you derive humor from cartoons? Yes_____No_____.

17. Do you have certain readings from the Bible and other sources for spiritual renewal and self rejuvenation? Yes_____No_____

18. If you are a parent, have you initiated a monthly magazine reading program for your child or children? Yes_____No_____

19. If you are a parent do you monitor the TV programs which your child or children view? Yes_____No_____

20. Can you read if a radio or TV is on in the room? Yes_____No_____

For Score
For Positive Answers

20 ----------You have well established reading habits

15 ----------You are in the process of establishing effective reading habits

10 ----------Your reading habits will tell on you

5 ----------Your reading behavior needs modifying.

THE FOUR FIELDS OF READING[1]

There are four fields of reading instruction; basic developmental reading, reading in the content fields (geography, history, science etc.), recreational reading, and remedial reading.

Basic Reading---This is by far the most important because it is designed to teach the basic skills. It is generally taught in the elementary school through the use of a basal reading program. This program generally encompasses grades one through six and sometimes grades one through eight. Each teacher should become thoroughly familiar with the basal program(s) used in his or her school setting. The modern basal reading program is complete with teacher's guidebooks, children's workbooks, films, tapes, big pictures, charts, word cards and tests.

Reading In The Content Fields---In the education profession, the term content-fields reading usually refers to the reading of books devoted to special fields such as geography, science, history, mathematics, etc. Vocabulary in the content fields is more difficult than in the basal reading program; new terms are introduced faster and with fewer repetitions. Children need definite guidance in handling reading in the content fields.

Recreational Reading---This suggest the kind of reading which brings new life to the reader, perhaps from two directions. Such reading might offer counsel to help a person to face life, by instilling a higher level of aspirations. Equally it might help the individual escape from life's daily cares. "The acid test of any reading program is whether or not the children in it or graduated from it read for themselves. There is little value in developing competent reading ability unless it is voluntarily put to use."

Remedial Reading (Corrective Reading) Reading designed with a particular child in min in terms of his own weaknesses and strengths is referred to as remedial reading. The child is helped to correct his weaknesses and capitalize upon his strengths while improving his reading ability. His self-image is greatly improved through the teacher's use of "what he can do" in order to help him achieve some degree of success in what was formerly near impossible. (This is the guidance point of view in reading) adapted from:

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1. Gray, Lillian, Teaching Children to Read. New York, The Ronald Press Company. 1963. 3rd Ed. Pages 159-330-360-390.

Reading References for Your Consideration

1. Betts, E. A.; Foundations of Reading Instruction; New York; American Book Co.; 1957; Ch. XXI Discovering Specific Reading Needs

2. Bond, Guy L.; and Tinker, Miles A.; Reading Difficulties: Their Diagnosis and Correction. New York; Appleton-Century-Crofts; 1967. Ch. 3 "Adjusting Instruction to Individual Differences"

3. Gray, William S.; On Their Own in Reading; Chicago, Illinois; Scott Foresman and Company. 1960.

4. Huck, Charlotte S. and Kuhn, Doris; Children's Literature in the Elementary School. Dallas, Texas; Holt, Rinehart and Winston Company, Inc. 1968 Chapter 9.

5. McKee, Paul; Reading, A Program of Instruction for the Elementary School, Boston, Houghton Miflin Company. 1966

6. Smith, Nila Banton; Reading Instruction for Today's Children; Englewood Cliff New Jersey; Prentice-Hall; 1963.

HOW TO CARRY OUT A SKILL DEVELOPMENT PROGRAM

In planning a SKILL DEVELOPMENT PROGRAM, the teacher needs to know at what level each child in her class is reading.

Step 1. An Oral Reading Inventory

An informal oral reading inventory of the specific needs of each pupil is the first step in preventing failures in reading.* Through such an appraisal, a teacher may discover each child's (1) free reading level, (2) instructional reading level, and (3) frustration reading level.

The Free Reading Level is that book level at which a child can read independently with ease and complete understanding. This is the level at which he should do extensive supplementary reading and unsupervised library reading for pure enjoyment or for information along the lines of his own interests.

The following standards will help the teacher to identify the free reading level of each pupil:

Comprehension. The pupil is able to make a 90 per cent comprehension score based on both thought and fact questions.

Vocabulary. The pupil is able to pronounce at least 99 out of every 100 running words.

Oral Reading. The child reads orally in a natural conversational tone. His reading is rhythmical and properly phrased.

Tensions. The child is free from tensions (indicated by frowning, squirming, pointing, and twitching.)

The Instructional Reading Level is the highest book level at which the pupil is able to read with success under the teacher's guidance. It is the level at which the teacher begins purposeful, teacher-directed reading. For this work, pupils should be divided into two or three groups according to their reading needs.

The following standards will help the teacher to judge the child's instructional reading level:

Comprehension. The pupil is able to make a minimum 75 per cent comprehension score based on both thought and fact questions.

Vocabulary. The pupil is able to pronounce 95 out of every 100 running words.

Oral Reading. The child should be able to read orally in a conversational tone and with rhythm and proper phrasing.

Tensions. The child is relaxed and free from tensions.

The Frustration Reading Level is the book level at which the child "bogs down" because he is unable to comprehend what he is trying to read. The teacher makes no use of this level, but she should be aware of the fact that such a level exists, because it is at this level that the child acquires undesirable habits and attitudes.

The following criteria aid the teacher in identifying a child's frustration level:

Comprehension. The child makes a less than 50 per cent comprehension score based on both fact and thought questions.

Vocabulary. The child fails to pronounce accurately 10 or more words out of every 100 running words.

Oral Reading. The child reads jerkily, in an unnatural voice, with many substitutions, omissions, and repetitions.

Tensions. The child gives evidences of tensions through finger pointing, frowning, erratic body movements, and faulty breath control.

*See Foundations of Reading Instruction, Emmett Betts, American Book Company, New York, 1946. $4.50. Every elementary teacher should read this book.

IMPORTANT READING SKILLS	GRADES
A. UNDERSTANDING IDEAS: Four Types of Comprehension	
1. Recalling details stated in the content.	1-6
2. Inferring details.	2-6
3. Determining whether a statement is true.	3-6
4. Giving general significance of article.	3-6
B. INTERPRETING IDEAS: Five Types of Critical Thinking	
1. Predicting outcomes.	3-6
2. Making comparisons.	3-6
3. Drawing conclusions.	3-6
4. Seeing relationships	3-6
5. Evaluating the content	
a. Determining type of content.	4-6
b. Distinguishing fact from opinion.	6
C. ORGANIZING IDEAS: Five Types of Organization	
1. Classifying information--listing items about a topic	1-6
2. Arranging related items in sequence	
a. Events in order of happening.	3-6
b. Items in order of importance.	3-6
3. Selecting main ideas and subheads.	4-6
4. Summarizing	
a. Select best sentences which summarize a paragraph, section, or article.	4-6
b. Write summary sentences for paragraphs, section, or article.	4-6

5. Outlining

   a. Main head and subheads given, pupils find paragraphs in content wiich match each subhead. 5-6

   b. Outline given, pupils find paragraphs of text which match each subhead given. 4-6

   c. Main headings given and subheads listed. Pupils fill in outline by writing subheads under correct headings. 4-6

   d. Incomplete outline giving two or three main headings Subheads to be filled in by pupils. 4-6

D. UNDERSTANDING WORD MEANINGS: Seven Ways To Get Word Meanings

   1. Matching words with picture. 1-2

   2. Matching words and definitions. 4-6

   3. Inferring meanings from context clues. 3-6

   4. Inferring meanings from word-form clues (prefixes, suffixes, roots, compound words, contractions). 3-6

The teacher should watch for all these signs of tensions. She should stop working with a pupil when tensions begin to interfere with the child's reading.

Taking an Informal Oral Reading Inventory

Material Needed. A well-graded series of readers containing story material which is free from technical or highly specialized terms should be used. MY WEEKLY READER could be used to good advantage since content is of interest to all children; it is available at six different reading levels; and readability is controlled.

Procedure. Select passages (one or two paragraphs in length) at each book level so that the child may start his reading at a level at which he can read with confidence.

Have the child read each selection orally at sight in response to a motivating question.

When the pupil has finished reading any one selection, (1) ask him one or two fact questions to disclose his comprehension of the selection read, (2) ask him one thought-type question to check his ability to draw inferences.

In most cases by following the above procedure, the teacher may estimate the three reading levels for each pupil in a short time.

Step 2. A Silent Reading Inventory

A silent reading test which diagnoses the basic reading skills of each pupil should be given next.

After steps 1 and 2 above are carried out, the teacher is now ready to set up a skill development program which can meet her children's needs and can bring success. To carry out a successful skill development program, new materials are needed. Such materials are now available.

GRADES

5. Recognizing antonyms and synonyms. 2-6

6. Classifying words under different headings. 1-6

7. Studying words with more than one meaning. 3-6

E. STUDYING WORDS: Fifteen Methods of Word Analysis and Dictionary Skills

1. Word analysis

a. Recognizing initial consonants. 1-6

b. Recognizing phonetic parts. 1-6

c. Finding a little word in a larger word. 1-6

d. Recognizing compound words. 2-6

e. Wordbuilding; adding s, ed, ing, er, est. 1-6

f. Recognizing basic words in derived words. 2-6

g. Monosyllabic words: 3 rules for vowels. 3-6

h. Dividing words into syllables. 3-6

i. Commonest prefixes and suffixes. 3-6

2. Dictionary skills

a. Alphabetizing. 3-6

b. Syllabication 4-6

c. Vowels, accent, guide words. 4-6

d. Respelling for pronunciation. 6

e. Pronunciation key. 6

f. Definition--multiple meanings. 6

A program of reading instruction which provides for adjustment to individual differences will reduce the incidence of disability cases. With the best of teaching, however, there will be an occasional pupil who is in trouble in his efforts to learn to read. [1] For your benefit a Classification of Reading Difficulties is offered below. These have been suggested by Bond and Tinker.

CLASSIFICATION OF READING DIFFICULTIES

A. Deficiencies in basic comprehension abilities
   1. Limited meaning vocabulary
   2. Inability to read by thought units.
   3. Insufficient sentence sense
   4. Lack of the sense of paragraph organization
   5. Failure to appreciate the author's organization

B. Faulty word identification and recognition.
   1. Failure to use context and other meaning clues
   2. ineffective visual analysis of words.
   3. Limited knowledge of visual structural, and phonetic elements.
   4. Lack of ability in auditory, blending or visual synthesis.
   5. Overanalytical.
      a. Analyzing known words
      b. Breaking words into too many parts.
      c. Using letter by letter or spelling attack.
   6. Insufficient sight vocabulary.
   7. Excessive locational errors
      a. Initial errors
      b. Middle errors
      c. Ending errors

C. Inappropriate directional habits
   1. Orientational confusion with words.
   2. Transpositions among words.
   3. Faulty eye movements.

D. Poor oral reading
   1. Inappropriate eye-voice span.
   2. Lack of phrasing ability.
   3. Unfortunate rate and timing.
   4. Emotionally tense oral reader.

E. Limited in special comprehension abilities.
   1. Inability to isolate and retain factual information.
   2. Poor reading to organize
   3. Ineffective reading to evaluate.
   4. Insufficient in reading to interpret.
   5. Limited proficiency in reading to appreciate.

F. Deficiencies in basic study skills.
   1. Inability to, use aids in locating materials to be read.
   2. Lack of efficiency in using basic reference material.
   3. Inadequacies in using maps, graphs, tables and other visual materials
   4. Limitations in techniques or organizing material read.

G. Deficient in ability to adapt to needs of content fields.
   1. Inappropriate application of comprehension abilities.

(Continued on p.2)

2. Limited knowledge of specialized vocabulary.
3. Insufficient concept development.
4. Poor knowledge of symbols and abbreviations.
5. Insufficient ability in the use of pictorial and tabular material.
6. Difficulties with organization.
7. Inability to adjust rate to suit the purposes and the difficulty of material.

H. Deficiences in rate of comprehension.
1. Inability to adjust rate.
2. Insufficient sight vocabulary.
3. Insufficient vocabulary knowledge and comprehension.
4. Ineffectiveness in word recognition.
5. Being an overanalytical reader.
6. Insufficient use of context clues.
7. Lack of phrasing.
8. Using crutches.
9. Unnecessary vocalization.
10. Inappropriate purposes

Note: " A child's reading disability will not be corrected in the remedial periods alone. He must extend his remedial reading experiences into his independent work. The level of difficulty of material used for independent work should be considerably easier than that which is studied during the remedial lessons."

As you observe children in the classrooms of your schools record any deviations from normal reading behavior. Generally these deviations fall into a pattern. A study of each child's deviation pattern will aid you in designing the necessary corrective measures. Remember: OUR EMPHASIS IS ON WHAT THE CLASSROOM TEACHER CAN DO TO HELP EACH CHILD IMPROVE HIS READING BEHAVIOR.

POST-TEST

DIRECTIONS: READ EACH FRAME AND FILL IN THE NEEDED WORDS. RAISE YOUR SLIP AT THE RIGHT TO CHECK YOUR RESPONSES (Do not raise the slip until test is completed)

1. A program designed to teach basic reading skills is called _____ _____ _____. — basic development al reading

2. Children have a need to use basic reading skills in the _____ _____. — content fie fields

3. A heavier vocabulary load is required in the _____ _____. — content fields

4. Voluntarily selection of reading material should be the outcome of _____ _____. — recreational reading

5. The child with a reading problem should be helped to improve _____ _____ _____. — his self image

6. The teacher should watch for signs of _____ in a child with _____ _____. — reading problems

7. The _____ _____ _____ is the highest book level at which a child is able to read with _____. — instructional reading level success

8. _____ is an important part of _____ diagnosis. — observation classroom

9. Children need to experience _____ in _____. — success reading

10. The key to a successful reading program in the elementary school is the _____. — teacher

For clarification return to the page entitled The Four Fields Of Reading and the section on "A Skill Development Program in Reading."

OBJECTIVES OF ELEMENTARY EDUCATION

Taken from:

Elementary School Objectives

Nolan C. Kearney
Russell Sage Foundation, 1953

Goal Recommended:

1. Physical Development, Health, and Body Care
2. Individual, Social and Emotional Development
3. Ethical Behavior, Standards, Values
4. Social Relations
5. The Social World (The Natural Enviroment)
6. The Social World
7. Esthetic Development
8. Communication
9. Quantitative Relationships

The goals of education are considered in terms of desirable behavioral changes.

Major Behavioral Categories:

Knowledge and Understanding
Skill and competence
Attitude and Interest
Action Pattern

Determining conditions are those conditions that surround the child and his learning. They are not-goals but are conditions that limit or increase the possibilities of achieving the goals. They control the nature and extent of the educational experiences of children. These conditions determine the direction and limitations of the child's education.

REFERENCE SYSTEM DESCRIPTION: L.A.C. - R.

COMPONENT: Language Arts and Reading

MODULE: Skill Development - Reading

DEVELOPER: Dr. Robert Schmatz & Mrs. Janet Scott

DATE OF DEVELOPMENT: Fall 1971

Module #R-006

Objective

The student will be able to demonstrate knowledge of word recognition difficulties.

Prerequisite

None

Preassessment

Given seven types of word recognition difficulties, the student will design exercises useful in correction.

Instructional Activity

1. Read Chapter 7 in Zintz.
2. For each difficulty below give several different exercises you would use in correcting the problem.
    a. Insufficient sight vocabulary
    b. Failure to use meaning clues
    c. Ineffective visual analysis of words
    d. Limited knowledge of word parts
    e. Lack of ability to synthesize
    f. The overanalytical reader
    g. Excessive locational errors

Post Assessment

Send exercises to instructor after comparing and discussing them with your peers.

Remediation

Re-read Chapter 7.

Re-do the Instructional Activity with guidance from the instructor.

Module #R-007

Objective

The student will be able to show knowledge of orientation difficulties.

Prerequisite

None

Preassessment

None

Instructional Activity

1. Give the name of two standardized reading tests which would be useful in diagnosing orientation difficulties.

2. Describe several activities useful in eliminating these problems in children.

Post Assessment

Send activities to instructor after comparing and discussing them with your peers.

Remediation

Locate a discussion of orientation difficulties in a professional text and review it.

Re-do the Instructional Activities above.

Module #R-008

Objective

The student will be able to demonstrate knowledge of the development of basic study skills.

Prerequisite

None

Preassessment

List the study skills and give exercises useful in correcting difficulties in these areas.

Instructional Activity

1. Read Chapter 9 in Zintz.
2. For each limitation below give several ways you might correct the difficulty.
   a. Lack of skills needed to locate sources of information .
   b. Inefficiency in using basic references.
   c. Limited skill in interpreting pictoral and tabular materials.
   d. Lack of diversified techniques of organizing information.

Post Assessment

Compare your ideas with your peers and then send your ideas to your instructor.

Remediation

Locate information on study skills in a professional journal or text and review. See your instructor for assistance in re-doing the instructional activities.

Module #R-009

Objective

The student will be able to show knowledge of oral reading difficulties.

Prerequisite

None

Preassessment

List specific problems with oral reading and give ways to correct them.

Instructional Activity

1. For each of the following oral reading difficulties give several ways of correcting the problem.

    a. Inappropriate eye-voice span.

    b. Inability to phrase properly.

    c. Unfortunate rate and timing.

    d. Emotional tenseness when reading orally.

Post Assessment

Compare your ideas with peers and then send them to your instructor.

Remediation

Locate information on oral reading difficulties in a professional journal or text and review.

See your instructor for assistance in re-doing the instructional activities.

Module #R-010

Objective

The student will be able to show knowledge of specific limitations in comprehension abilities.

Prerequisite

None

Preassessment

List specific problems in comprehension and give exercises or activities useful in correction.

Instructional Activity

1. Read chapter 8 in Zintz.
2. For each limitation below give several ways you might recognize the problem and tell what can be done to eliminate it.
   a. Inability to locate and retain information read.
   b. Inadequate sense of organization of material.
   c. Limited ability in evaluating what is read.
   d. Immaturity in the ability to interpret content.
   e. Lack of appreciation abilities.
   f. Low rate of comprehension.

Post Assessment

Send this to your instructor after comparing it and discussing it with your peers.

Remediation

Locate information on comprehension problems in a professional text and review it.

See your instructor for special assistance in re-doing the instructional activities above.

Module #R-011

Objective

The student will be able to show knowledge of critical reading skills.

Prerequisite

None

Preassessment

Watson-Glazer Test of Critical Thinking

Instructional Activity

1. Read Chapter 10 in The Reading Process.
2. Observe a class discussion and after half an hour determine percents for catagories of questions: Memory of facts, interpreting facts, evaluation of the written statement and applications of principals.

Post Assessment

Send results to your instructor.

Remediation

Re-do Instructional Activities with assistance from the instructor.

Module #R-012

Objective

Given episodes from reading classes, student will be able to discover strong and weak points of the lesson.

Prerequisite

None

Preassessment

None

Instructional Activity

1. Read each episode carefully.

2. Comment on what was happening. What was the teacher trying to do? In what ways was she successful and/or why was the plan good? What would you have changed if anything to strengthen the lesson?

3. Compare your comments with those provided.

Post Assessment

Discuss the episodes with your peers.

Remediation

Re-do the instructional activities with assistance from your instructor.

Module #R-013

Objective

Given a case study of a sixth-grade boy with a general deficiency in all skills who has acquired a set of ineffective reading habits and has formed unfortunate attitudes toward reading the student will be able to diagnose the problems and suggest appropriate remedial procedures.

Prerequisite

None

Preassessment

None

Instructional Activity

1. Read the following case study and answer the questions below:

   a. Is this child a disabled reader?

   b. Who can most effectively give remedial work?

   c. What is the nature of the instructional program to be developed?

   d. How can improvement be brought about effectively?

   e. Are there any limiting conditions within the child that must be considered?

   f. Are there any environmental conditions that might interfere with progress in reading?

Post Assessment

Send to instructor for evaluation.

Remediation

Re-do the instructional activities.

Module #R-014

Objective

Given a case study of a gifted boy who persisted in using immature word recognition techniques the student will be able to diagnose the problems and suggest remedial procedures.

Prerequisite

None

Preassessment

None

Instructional Activity

1. Read the following case study and answer the questions below:

   a. Is this child a disabled reader?

   b. Who can most effectively give remedial work?

   c. What is the nature of the instructional program to be developed?

   d. How can improvement be brought about effectively?

   e. Are there any limiting conditions within the child that must be considered?

   f. Are there any environmental conditions that might interfere with progress in reading?

Post Assessment

Send to the instructor for evaluation.

Remediation

Re-do the instructional activities.

Module #R-015

Objective

Given a case study of a bright third-grade boy deficient in sight vocabulary, in word-identification and recognition skills, and in ability to read by thought units the student will be able to diagnose the problems and suggest appropriate remedial procedures.

Prerequisite

None

Preassessment

None

Instructional Activity

1. Read the following case study and answer the questions below:

    a. Is this child a disabled reader?

    b. Who can most effectively give remedial work?

    c. What is the nature of the instructional program to be developed?

    d. How can improvement be brought about effectively?

    e. Are there any limiting conditions within the child that must be considered?

    f. Are there any environmental conditions that might interfere with progress in reading?

Post Assessment

Send to instructor for evaluation.

Remediation

Re-do the instructional activities.

Module #R-016

Objective

The student will be able to exhibit knowledge of the basic rules of syllabication.

Prerequisite

None

Preassessment

The student will be given a list of words to divide into syllables, telling what rule(s) apply.

Instructional Activity

Read pp. 164-165 (Zintz).

1. Write a plan useful in introducing syllables to children in a small group.
2. Use your plan to introduce syllables to a group of children.
3. Write a plan useful in teaching one of the rules you feel is most difficult to teach.
4. Use your plan with a small group of children.
5. Evaluate your lessons. Did you accomplish what you intended?

Post Assessment

A post-test similar to the one used in the preassessment.

Remediation

Re-do the instructional activities

Module #R-017

Objective

The student will be able to exhibit knowledge of the basic rules of accent.

Prerequisite

None

Preassessment

The student will be given a list of words to accent.

Instructional Activity

Read p. 166-167 (Zintz).

1. Write a plan useful in introducing children to accent.
2. Use your plan to introduce accent.
3. Evaluate your lesson. How would you improve it?
4. Write a plan useful in teaching one of the generalizations.
5. Use your plan.
6. Evaluate your lesson.

Post Assessment

A post-test similar to the one given for preassessment.

Remediation

Re-do the instructional activities.

Module #R-018

Objective

Using diagnostic data previously acquired (see LAC-R) the student will be able to organize a sequence of experiences designed to improve each child's particular reading difficulty.

Prerequisite

LAC-R

Preassessment

None

Instructional Activity

1. For each child you previously diagnosed in LAC-R complete the form begun in that unit. Be sure to describe the areas of reading difficulty, recommend specific techniques to be used in correcting the difficulty and describe materials that might be most helpful for this child.

Post Assessment

Send the completed form to the instructor after discussion with your peers.

Remediation

Re-do the instructional activities above.

Objective

To be able to develop plans for independent work.

Prerequisite

Completion of Module #1.

Preassessment

This module requires the production of materials for instruction that are unique to each student and each situation. Therefore, it is advised that all students complete the following:

Instructional Activity

1. Select a section or unit of work from one of the basic reading textbooks used in your classroom.

2. Consult the teacher's manual for author purpose in development of that particular unit.

3. Select from the various options that exist a prime focus for the instructional unit. (Once this has been done, secondary goals may also be identified.)

4. Schedule a series of activities that include the reading material contained in the text as an integral element.

5. In addition to each of the stories, develop a series of related experiences for each.

Post Assessment

Remediation

Reading

1. In short words not ending in "e", the vowel is usually

    1. Long
    2. Accented
    3. Short
    4. Silent
    5. Unstressed

2. In short words ending in "e", the first vowel is usually

    1. Long
    2. Short
    3. Silent
    4. Accented
    5. Unstressed

3. In short words ending with a final letter "e", that vowel is usually

    1. Short
    2. Long
    3. Silent
    4. Accented
    5. Unstressed

4. When two vowels come together in a word, the first vowel is usually

    1. Long
    2. Short
    3. Silent
    4. Accented
    5. Unstressed

5. When two vowels come together in a word, the second vowel is usually

    1. Long
    2. Short
    3. Silent
    4. Accented
    5. Unstressed

6. The "Schwa" sound is to be described as being

    1. Long
    2. Short
    3. Silent
    4. Accented
    5. Unstressed

7. In polysyllabic words, when two consonants appear between two vowels, the syllables usually divide

    1. With the vowel
    2. Between the two consonants
    3. After the consonants
    4. Before the vowel

8. In a monosyllabic word, if one consonant appears between two vowels the syllables usually divide so

    1. Second syllable begins with a vowel
    2. The second syllable begins with a consonant
    3. The second syllable begins with neither a vowel nor a consonant

9. Give an example of a digraph

10. Give an example of a diphthong

11. Give an example of a vowel

12. Give an example of a vowel digraph

13. Give an example of a word with a long A

14. Give an example of a word with a long O

15. Give an example of a word with a long E

16. Give an example of a word with a short O

17. Give an example of a word with a short E

18. Give an example of a word with a short A

19. It is estimated that when children enter first grade they have a comprehension vocabulary numbering approximately _____ words.

20. When is Y a vowel and when is it a consonant?_____

21. List the following in correct order from least to greatest.

    A students
    1. Speaking vocabulary
    2. Writing vocabulary
    3. Comprehension vocabulary
    4. Reading vocabulary
    5. Spelling vocabulary

22. Compute the mental age of the following pupils:

1. CA = 8.6
   IQ = 121

2. CA = 10.5
   IQ = 84

3. CA = 6.5
   IQ = 145

23. When does c have the sound of (k)? (s)?

REFERENCE SYSTEM DESCRIPTION: L.A.C. - R.I.

COMPONENT: Reading and Language Arts

MODULE: Diagnosis of Reading Abilities

DEVELOPER: Dr. Robert Schmatz & Mrs. Janet Scott

DATE OF DEVELOPMENT: Fall 1971

Module # R-001

Objective

The student will be able to gain insight into pupil behavior based on personal observations.

Prerequisite

None

Preassessment

All students will complete this module.

Instructional Activity

1. Identify five students with whom you are working.

2. Complete the attached case study for each child.

Post Assessment

Analysis of case study by instructor.

Remediation

Conference with instructor. Repeat Module R00-1 with five different pupils.

Case Study

Name_____ Age_____ Sex_____ Height_____ Weight_____

Grade_____

I. Physical handicaps (comment on the following)

a. Impaired vision_____

_____

b. Hearing loss_____

_____

c. Absence from school_____

_____

d. Low vitality_____

_____

e. Frequent illnesses_____

_____

f. Language impairment_____

_____

II. Educational factors (comment on the following)

a. Frequent moves_____

_____

b. Lack of individual instruction when needed_____

_____

c. Universal promotion regardless of mastery of skills_____

_____

d. Poor teacher preparation and/or diagnostic procedures____

_____

e. Lack of appropriate materials_____

_____

f. Other siblings - where in school?_____

_____

III. Personal adjustment (rate as above average, average, below average/ or comment).

a. Feeling of security_____

_____

b. Acceptance by peers_____

_____

c. Attitude toward school_____

_____

d. Degree of self-confidence_____

_____

e. Reaction to frustration_____

_____

f. Language facility_____

_____

g. Ability to follow directions_____

_____

h. Independent work habits_____

_____

i. Concentration_____

_____

j. Background and experience_____

_____

k. Parent's attitude toward child's reading_____

_____

l. Parent's acceptance of child_____

_____

m. Estimate of home climate_____

_____

n. Other appropriate observations_____

_____

Module # R-002

Objective

The student will be able to gain insight into the behavior of five children based on a socio-gram.

Prerequisite

Completion of objective observation unit.

Preassessment

None

Instructional Activity

1. Read the ditto from Zintz explaining socio-grams and their use.

2. Develop a socio-gram which would be appropriate at your grade level.

3. Administer the socio-gram to your class.

4. Evaluate the results for your class, paying particular attention to the five students observed previously.

5. Comment on the socio-gram, including ways to change it and its usefulness.

Post Assessment

Discussion with peers.

Remediation

Reread Zintz - redo R-002 parts 3 and 4. Repeat post assessment.

Module #R-003

Objective

The student will be able to evaluate the reading achievement of students using an informal reading inventory.

Prerequisite

None

Preassessment

1. Define an informal reading inventory listing steps to follow in preparing one and also suggesting the limitations and strengths of an IRI.

2. Read Chapter 3 in The Reading Process.

3. Prepare a complete IRI.

4. Administer it to five students.

5. Interpret the results.

6. Make recommendations for each child's reading program based on the IRI results on the report included in this packet.

7. Administer the interest inventory attached.

Post Assessment

Analysis and discussion with instructor.

Remediation

Re-read Chapter 3 - resubmit the reading inventory with results.

From: Kottmeyer, William. Teacher's Guide for Remedial Reading. Webster Publishing Company, St. Louis, pp. 37-39, 1959.

INTEREST INVENTORY AND BACKGROUND INFORMATION

Name _____

1. What do you like to do in your spare time? _____

   What do you usually do right after school? _____

   In the evening? _____

   On Saturdays? _____

   On Sundays? _____

   With whom do you like to play? _____

2. How many brothers and sisters do you have? _____

   How old are they? _____

   Do you play with them? _____

3. What kind of work does your father do? _____

   Where? _____

   Does your mother have a job, too? _____

   What? _____

   If your mother works, who takes care of you when you come home from school? _____

   Who gets your breakfast? _____

   Are there any jobs you are supposed to do regularly at home? _____

4. To which clubs do you belong? _____

   What do you do at your club? _____

   How long have you been a member? _____

   Are you an officer? _____

5. Do you go to Sunday School or church? _____

6. Do you take any special lessons? _____

   How long? _____

7. What are your hobbies?_____

What tools or playthings do you have?_____

Which do you like best?_____

Do you let other children use your toys?_____

Is there any tool or toy you want badly?_____

8. Do you have an allowance?_____

Have you ever earned any money?_____ How?_____

What do you do with your money?_____

9. How often do you go to the movies?_____

With whom do you usually go?_____

Which are the two best movies you ever saw?_____

_____

Which of these kinds of pictures do you like best? Comedy, Sad, Western, News, Love, Serial, Mystery, Gangster, any other?_____

Who is your favorite actor?_____ Actress?_____

10. Do you have a television set?_____

What are your favorite programs?_____

_____

How much time do you spend watching television?_____

11. What are your favorite radio programs?_____

How much time do you spend listening to the radio?_____

To how many programs do you listen regularly?_____

12. Have you ever been to a farm, circus, zoo, art museum, amusement park, concert, picnic, ball game, another city?_____

Have you ever taken a trip by boat, train, bus, auto, airplane?_____

Where did you go?_____

Where did you go last summer?_____

13. Do you have a pet?_____

What?_____

14. Which schools have you attended?_____

Where?_____

Do you like school?_____

What subjects do you like best?_____

Which do you dislike?_____

15. Do you enjoy reading?_____

Do you like to have someone read to you?_____

How much time do you spend just reading?_____

Do your parents encourage you to read at home?_____

What are some books you read at home?_____

_____

Do you have a library card?_____

How often do you use it?_____

Do you get books from the school library?_____

How many books of your own do you have?_____

What are some books you would like to own?_____

How many books are in your home?_____

What kind of reading do you like best? History, Travel, Plays, Essays, Adventure Stories, Science, Poetry, Novels, Detective Stories, Fairy Tales, Mystery Stories, Biography, Music, Art?

_____

Interest Inventory and Background Information

What newspaper do you read?_____

What part do you read first?_____

Do you get any magazines at your house?_____

Do you read them?_____ Which ones?_____

What is your favorite magazine?_____

16. What would you like to do when you grow up?_____

What would your parents like you to do when you grow up?_____

_____

Module #R-004

Objectives

The student will be able to demonstrate diagnostic skills necessary in administering standardized tests.

Prerequisite

None

Preassessment

List one achievement, one diagnostic reading, one I.Q. test and one readiness test and suggest their limitations and strengths.

Instructional Activity

1. Read Chapter 21 in The Reading Process.

2. Administer to each of five children one diagnostic reading test, one achievement test, one I.Q. test and one oral reading test.

3. Record the results in detail on the report attached. (Include results of IRI's completed (stop after page 6).

4. Administer a reading readiness test to a K or 1 student, record the results and interpret the findings.

Post Assessment

Reporting of pupil data to peers.

Remediation

Conference with instructor.

W I S C O N S I N S T A T E U N I V E R S I T Y

Stevens Point, Wisconsin

Reading Analysis

1. Student's name_____
2. Age_____
3. Birthdate_____
4. School_____
5. Grade Level Status_____
6. Date of Report_____
7. Student Instructed by_____

I Data from Testing Program

A. Intelligence

B. Achievement

C. Survey and Diagnostic (Formal and Informal)

II. Description of the Pupil

A. Physical Factors

B. Intellectual Factors

C. Personality Factors

D. Special Learning Problems To Be Considered During Instruction

III. Appraisal of General Reading Abilities

IV. Summary of Remedial Program

A. Major Skill Difficulties to be Dealt With During Remedial Experience

B. Techniques, Games, and Materials Utilized

C. Detailed Recommendations for Future Reading Instruction

Module #R-005

Objective

The student will be able to demonstrate the ability to select suitable diagnostic instruments.

Prerequisite

None

Preassessment

None

Instructional Activity

1. Select the I.Q. test you feel is the best available test to use with the children with whom you are working.

2. Explain the criteria you used in making your selection.

3. Do the same for an achievement test and a diagnostic reading test.

Post Assessment

Discuss your selections with your group and then submit to your instructor.

Remediation

Re-do the instructional activities with guidance from the instructor.

Review test data in Buros Mental Measurement Yearbook.

I

GENERAL BEHAVIORAL OBJECTIVES - READING

The beginning teacher should:

A. Demonstrate diagnostic skills through administration and evaluation of several instruments.

1. Self-designed Informal Reading Inventory
2. Durrell Analysis of Reading Difficulty
3. Diagnostic Reading Scales
4. Metropolitan Readiness or Murphy-Durrell Reading
5. Otis-Lennon Mental Ability Tests
6. Stanford Achievement Test
7. Gilmore Oral Reading Test

B. Demonstrate knowledge of the reading akills and difficulties involved.

1. Word recognition
2. Comprehension
3. Study skills
4. Critical reading
5. Orientation
6. Oral reading

C. Demonstrate ability to plan a program based on diagnosis.

D. Be able to list the strengths and weaknesses of approaches to beginning reading.

1. l/t/a
2. Words in color
3. Experience charts
4. Linguistic approaches
5. Basal series
6. Grouping

Know and select wisely from materials available for reading instruction.

MISCELLANEOUS

Spelling

Writing

Choric Speaking

Questioning

Psychological Foundations of Reading

Readability

Module #SP-001

Objective

To be able to teach spelling to a group of children with all pupils being successful in learning a list of 18 words.

Prerequisite

None

Preassessment

Write a description of the corrected test technique for teaching spelling, listing advantages and limitations.

Instructional Activity

View the video tape and complete the spelling lessons contained in that presentation.

Using the corrected technique, teach spelling to a group or class for the period of three to four weeks. Keep accurate records and send results to your instructor.

Post Assessment

Provide data from spelling tests that indicate success ratio of students.

Remediation

Read Encyclopedia of Educational Research on SPELLING. Write a report on the recommendations of E. Horn as outlined in that document.

Module #W-001

Objective

To be able to manuscript or write (cursive) alphabet in an accepted manner.

Prerequisite

None

Preassessment

Presentation of all letters in manuscript and cursive alphabet for acceptance.

Instructional Activity

Reproduce the letters of the alphabet on a page of paper and mail to your instructor.

Prepare a chart for use with children using your own manuscript. Have it evaluated by your teacher or team leader.

Post Assessment

Evaluation by instructor.

Remediation

Practice!!!

Module #CH-001

Objective

To improve the oral presentation skills of a group of elementary pupils.

Prerequisite

None

Preassessment

None

Instructional Activity

1. Identify a choral reading suitable for the age and interest of the children with whom you are working.

2. Prepare an audio tape of a selected group or class of pupils reading the paper you have selected.

3. Analyze the tape and assist the pupils in choric speaking with variations and adaptations as seem necessary. Upon completion of these tasks, retape the same selection.

Post Assessment

Send both tapes to campus, the pre and post readings for review by your instructor.

Remediation

Find a selection on the teaching of choric speaking in a professional text in Language Arts and review suggested practices. Re-do the above.

Module #Q-001

Objective

The student will be able to improve his ability to ask questions.

Prerequisite

None

Preassessment

Have someone record your reading lesson. Analyze it as to levels of thinking required of students.

Instructional Activity

1. Read Zintz - pages 8 - 12.
2. Visit two classrooms and tape all reading groups.
3. Analyze the questions asked as to level of thinking required of students.
4. Prepare a reading lesson and have it taped.
5. Analyze the lesson as to level of thinking required of students.

Post Assessment

Send your final tape and its analysis to your instructor for review.

Remediation

Write a review of Frank J. Guszak's artical "Teachers Questions and Levels of Reading Comprehension" Perspectives in Reading; The Evaluation of Children's Reading Achievement (Newark, New Jersey, International Reading Association, 1967) pp. 97-109.

Re-do the above, steps 4 and 5.

Module #PSYC-001

Objective

To be able to show an understanding of the psychological foundations for reading instruction.

Prerequisite

None

Preassessment

None

Instructional Activity

Read Zintz, Chapter two.

1. Explain how capacity, practice, motivation, transfer, forgetting, and understanding related to reading.

Post Assessment

Remediation

1. Re-read chapter two - consult with instructor.

2. Re-do above.

Objective

The student will be able to apply the Dale-Chall or _____ readability formula to texts.

Prerequisite

None

Preassessment

Define readability and outline a method used in determining the readability level of a book.

Instructional Activity

1. Read the handouts describing the readability formulas.
2. Determine the readability level of the Gettysburg Address.
3. Determine the readability level of a basal text, several library books, and your social studies text(s).

Post Assessment

Discuss the factors involved in the relationship of the reading program and other curriculum areas with regards to readability of texts.

Remediation

Re-do the above.

Objective

The student will be able to show an understanding of the needs of the rural poor.

Prerequisite

None

Preassessment

None

Instructional Activity

1. Read Zintz - Chapters 14 and 15.
2. List specific needs of the children of your area that are related to reading.
3. Describe ways in which the reading program may be adapted to meet these needs.

Post Assessment

Remediation

Re-read chapters 14 and 15 Zintz.

Review the strengths and weaknesses of different approaches to teaching reading and select elements you feel would be most helpful from any of the methods in teaching in your area.